Innovative Teaching Reform and Practice in *Strategic Management of Enterprises* Based on the Context of Enterprise Diversification

Ying Cheng^{1,a}, Haibing Liu^{2,b}

¹Economics and Management Department, Lanzhou Jiaotong University, LZJTU Lanzhou, China

²School of Management, Zhejiang University, Hangzhou, China

Abstract-Strategic management of Enterprise is a comprehensive course, the teaching process integrated financial management, marketing human resources management and etc. Most of the enterprises will adopt diversified management as their strategic target to make profits by the impact of globalization. How to make students participate in learning process, then use the management methods in real business management situation, try to identify four steps in strategic management by practicing in the enterprises, establish a strategic partnership platform for teachers-enterprises-students, make a effectively improvement though learning and teaching for all of the three in the end.

1 Introduction

The Third Plenary Session of the 18th Party Congress put forward The Decision of the CPC Central Committee on Major Issues Concerning Comprehensively Deepening Reform, which means that the business environment of Chinese enterprises will change significantly in the future. The starting point of modern education is making students to achieve the development and social needs. So our education has gradually changed from only focusing on professional knowledge training to improving students' practical training skills and promoting their overall development. In the face of the great changes in the macro-environment, the teaching of strategic management of enterprises should respond to the changes in the real environment, make adjustments in time, prepare well with a sense of mission and responsibility, realize the close combination of teaching and practice, and provide the talents needed for social development. "Innovative Teaching Reform and Practice in *Strategic Management of Enterprises* Based on the Context of Enterprise Diversification" is based on the background of globalization, most of the enterprises are facing more and more opportunities and challenges, therefore the enterprises choose diversification as their main strategy. As an indispensable fresh blood in the enterprise, college students need to understand the whole process of enterprise strategy design, selection, implementation and post feedback correction as soon as possible. Most of the case teaching is just introduce the completed strategic choices of large enterprises to students theoretically. Students cannot combine with the

actual situation, therefore, the learning initiative is not high and cannot get the main contents of the curriculum. How to establish the content and practice of dynamic teaching course and integrate production with teaching has a practical significance in the future.

2 Significance of The Project Research

2.1 Enhance the operability and practicality of the course and reflect the comprehensiveness of strategic management.

In the process of teaching, we can learn from the management mode of enterprises, imitate the training mode of establishing apprenticeship system in enterprises, make students have the dual identities of "students" in school and "apprentices" in enterprises, and truly realize the school enterprise education mode of "Application in learning" and "learning in application". The course of Business Strategy Management is the core course of business management major, and it is also a compulsory course or optional course for other management majors. The course covers a wide range of subjects, such as marketing management, financial management, human resource management, production management and corporate culture, and has the characteristics of comprehensive teaching content and strong practicality. Therefore, in the process of classroom teaching, how to integrate the scattered knowledge to solve the complex strategic management

^achengying@mail.lzjtu.cn; ^bhabliu@zju.edu.cn

problems, how to solve the common teaching problems of the combination of theory and practice, and how to mobilize students' enthusiasm for learning, and how to cultivate hands-on ability and practical ability are the difficulties of the course teaching. Project-based teaching can solve these problems well. To guide students to really contact the business operation status of the enterprise, follow-up the investigation, and finally generate the research report, which can not only make up for the shortcomings of simple case teaching, but also cultivate students' team spirit and practical ability, as well as their communication and expression ability

2.2 Cultivate students' strategic thinking and make good use of the advantageous resources of strategic cooperative enterprises.

In order to solve the disconnection between school education and enterprise needs, it is necessary to guide enterprises to participate in school teaching in depth, which is not a problem that can be solved by several lectures. We need to develop a detailed "school plus enterprises" teaching model. In practical teaching, one of the objectives of the course is "to cultivate students' ability of strategic thinking, systematic thinking, innovative thinking and management thinking as well as the ability to explain and analyze practical problems of business operation and management by using the theory of business strategic management". Therefore, the fundamental goal of the course learning is to "apply what they learn to practice", that is, to be able to use the theoretical knowledge of strategic management to deeply analyze business management practice. There are quite a lot of strategic cooperation enterprises in the school, but they are not really combined with the enterprises, or the combination attaches importance only to form but not to essence, not the essence. In our survey of students, what students reflect more is the lack of teaching practice.

3 Current situation analysis

3.1 Case teaching is not effectively enough.

Case teaching is based on the theory of Situational Learning and Cognitive Elasticity Theory, which taking students as the main body, to guide them into the learning process of scientific exploration and reflection. In the actual teaching, the cases in the course of *Strategic Management of Enterprises* are mostly translated cases of foreign well-known enterprises. Because of the huge differences in the macro and micro environments of enterprises, students cannot deal with the problems in the cases in combination with the case scenarios, and the effect of case teaching is greatly reduced. In addition, most of the teachers who graduated from universities and research institutes lack the experience of enterprise work practice, unable to effectively study and judge the cases and guide the students to think deeply. What's more, the knowledge

reserve of students is insufficient, and the case analysis cannot be bypassed by analogy, and it is difficult to get rid of the thinking stereotype, which results in the poor effect of using case teaching method to teach *Strategic Management of Enterprises*.

3.2 The traditional evaluation system of final exam is lack of "process and practicality assessment"

The traditional examination evaluation system promotes the fairness and justice of education to a certain extent, but with the transformation of higher education objectives from knowledge learning to comprehensive ability training, this system is no longer applicable to the contemporary curriculum evaluation. "Usually do not listen to lectures, cramming before the exam" is a common way of learning and examination attitude among undergraduates in colleges and universities, which means that they forget everything they memorized at the end of the exam and can only discuss theories at all.

3.3 Students cannot use it practically.

The theoretical knowledge involved in the course of strategic management, such as value chain model, strategic chain and other contents, is difficult to find specific application space, has direct and effective relationship with students' life and learning, and students are difficult to use in daily grass-roots management practice, which limits the function of theory guiding practice. In the survey of students, we found that many students reflected that the course of *Business Strategy Management* was "false, big and empty words". For students, the pure theoretical knowledge is more abstract, and students lack the imagination of enterprise strategic decision-making. They think that strategic management theory has no practical significance, and they generally lack interest and enthusiasm in learning.

4 Scheme design of project research

Lead the students to visit the enterprise and communicate with the person in charge of the enterprise to truly understand the actual situation of the enterprise, enable them to analyze the existing problems or advantages of the enterprise through gradually learning theoretical knowledge, put forward solutions, and finally form a research report. Adopting OBE (outcome based education) which is outcome-based education, also known as ability oriented education, goal oriented education or demand oriented education, refers to that the goal of teaching design and teaching implementation is the final learning achievement of students through the education process.

4.1 Release the task and build the team.

Communicate with strategic cooperative enterprises (enterprises that have signed strategic cooperation

agreements with school of the department) on personnel and venue arrangement. Each group has one executive in charge of project research and data provision. On the basis of voluntary team building of students, let them complete the enterprise mission and vision construction research, strategic analysis, make overall strategic choice and functional strategic choice, etc. The students can discuss the combination of the course content and progress of enterprise strategic management through brainstorming theory. In the process of the project, it is necessary to solve the implementation problem of the strategy and complete the tasks of marketing, finance, human resources and other aspects. Each team should remain 7-8 members, it is necessary to mobilize the enthusiasm of each team member, make clear the rules that each member must participate through the discussion and thinking, and ensure that each member really participates in the project.

4.2 Carry out research and discussion in stages

In order to arrange stage tasks and project evaluation standards reasonably, it is certainly worth setting stage tasks in advance, clarify the requirements and arrangements; arrange the project display and design reasonable project evaluation standards and methods. (1) Set stage tasks and release requirements in advance. Combined with the course content of enterprise strategic management, divide different teaching modules, set stage tasks, and announce requirements and tasks in advance. The course teaching module can be divided into strategy overview, mission and vision, external environment analysis, internal environment analysis, strategy selection and strategy implementation. Different learning tasks are set on the basis of different teaching modules successively, such as team building, company mission and vision investigation, environmental analysis, strategy selection and implementation strategy. (2) Conduct class discussion and presentation, and introduce thesis defense. In addition to creating PPT, there are no limits to the form of classroom presentation. Encourage students to elaborate the project content in various flexible ways and other team members to ask questions, score and evaluate according to the performance of the team members. For example, they can design the scoring standards from the aspects of language and behavior, the professionalism of the content, the feasibility of the project and interaction, evaluate the performance and mark the score objectively.

4.3 Complete the research report and strategic planning.

Let students give full play to their talents and help enterprises to formulate marketing and financial strategies for a certain product. Students can also participate in the human resources department to help enterprises develop talent selection, recruitment, training and other plans. In the view of the strategies put forward by the students, the leaders of the administrative department in charge of the enterprise review the

strategies to find out the highlights and shortcomings. Then, teachers comment on the plans of students, point out the proficiency of knowledge application ability, and put forward suggestions for optimization and improvement, so as to stimulate students' enthusiasm for learning. In the later stage, a business management case is able to develop through the joint efforts of students, teachers and enterprises.

4.4 Complete the research report and strategic planning.

Explore deeper connections with enterprises. Diversified enterprises, to a certain extent, managers cannot grasp the characteristics and development of all related business in detail, at the same time cannot objectively see the problems existing in enterprises. Through the new understanding and perspective, students break the subjective understanding of managers, from the academic point of view, from the internal and external environment analysis of the enterprise, the mission vision of the enterprise, the choice of enterprise strategy, strategic feedback four aspects of systematic learning, through reading a large number of literature and cases to make a strategic report on enterprise development. The content of the report may not be perfect, but it objectively presents the development of enterprises. For enterprises, can understand the current situation of enterprises from multiple perspectives, but also will find new bright spots. For undergraduate course teachers, most teachers are academic schools, and they have little time and opportunity to contact enterprises. The new teaching method can make teachers and enterprises establish good opportunities for cooperation, go further in strategic cooperation, provide professional training for enterprises through the academic perspective of teachers, and also provide strategic consulting related services. For students, they have the experience of growing up with the enterprise, which can cultivate the sense of responsibility and dedication to work, among which students will be recognized by the enterprise managers and have the opportunity to become part of the enterprise, which provides a good foundation for future employment.

Figure1. Steps of the project research

Based on Project Teaching Method [J]. Education and Teaching Forum., 2019(48):97-98.

3. Nie Jingjing. Project-based Teaching Model to Improve Teaching Effect -Taking "Business Space Design" Course as an Example [J]. Chinese University Teaching 2017(08):73-75
4. Li Liping, Song Haixia, Gong Yanfen, Wang Yi. Analysis on the Problems and Countermeasures of "Enterprise Strategic Management" Teaching [J]. Academic Theory ,2016(11):225-226
5. Jiang Xianping, Jiang Tingyun. The Comprehensive Reform of Enterprise Strategic Management Course Teaching Based on Internet ACMCS Mode [J]. China Market ,2019(23):99-102
6. Li Lifang. Application of Integration of Industry and Education in the Course of Corporate Strategy and Risk Management [J]. Industry and Technology Forum,2019,18(22):285-286.

5 Conclusion

Enterprise diversification is the trend of enterprise development in the future. Under the background of great changes in economic and social situation, the curriculum teaching needs of enterprise strategic management are in line with the society and enterprises. The courses should set up a clearly and comprehensively curriculum teaching objectives, including teaching programs, teaching methods and evaluation system according to the needs of society and enterprises. The new teaching reform should also add practical teaching links to theoretical study, let teachers, students and business operators play a common role through learning, establish a double-professional teachers " platform and training the "integrated-type " students.

Acknowledgement

This work was supported by the Program of *Youth Foundation in Science and Technology Branch of Lanzhou Jiaotong University*, 1200060526

References

1. Yuekuan Zhou,Siqian Zheng., Climate adaptive optimal design of an aerogel glazing system with the integration of a heuristic teaching learning-based algorithm in machine learning-based optimization [J]. Renewable Energy 2020,153.
2. Wang Yifan, Li Guangming, Chen Fajie. A Panoramic Practice of "Third-order" Embedded Teaching Reform in Strategic Management Course